

Functional Behavioral Assessment Summary*

***A FBA Analysis is required for suspension past 10 days in a school year or when expulsion is being considered.
(An additional Manifestation Determination is required if expulsion is considered)**

Student Abner Jones Date(s) of FBA data collection 02/04/06 Date of Incident 02/02/06
Staff conducting FBA James Doe and Johnny Come Lately
Behavior resulting in this FBA Abner brought a lunch bag of marijuana to school
Date of Manifestation Determination IEP meeting (required in addition to FBA if expulsion is considered): 02/04/06
Behavior frequency: ☒ behavior has occurred only one time ☐ behavior has occurred on multiple occasions
This behavior has now resulted in: ☐ Cumulative suspension beyond 10 days in a school year
☐ Recommendation for an involuntary placement change
☒ Recommendation for expulsion

Analysis of this behavior was based on:

- ☒ interviews with Abner and his two friends; Ms. Love(y, staff on duty at morning break when drugs found
☒ observations on on playground layout at Smith Middle School (Abner on suspension and not available for observation)
☒ review of records, consisting of: ☒ health ☒ discipline ☒ other: Counselor records of self esteem class

Hypothesis of function of this behavior for this student: Abner was seeking peer attention and inclusion in a specific peer group

Analysis of why this is the probable function: Abner stated he wanted the group to include him and his thought if he gave them marijuana it would improve his chances of being invited to a weekend party hosted at a peer's house whose parents were to be out of town

If unclear, state why: n/a

FBA has identified these current predictors or triggers for this behavior and these consequences the student achieves by this behavior (antecedent and consequence analysis): Abner had access to marijuana in the neighborhood, recent allowance to purchase, and peer group approval for use of marijuana; consequence of sharing/selling marijuana perceived by Abner, according to his conversation, as status enhancing

Estimate of need for behavior support: ☐ extreme ☐ serious ☒ moderate ☐ needing attention, early stage intervention
☐ monitoring of behavior needed only; no formal behavior plan is deemed necessary at this time.

Rationale: Abner had no difficulties in 7th grade, but grades have been poor this semester, 8th grade. He has changed peer groups and has received numerous office referrals and 3 out of school suspensions

What factors in the school environment and/or instruction and/or interactions should be altered to prevent the behavior from reoccurring (which will be presented to IEP team for inclusion in a behavior plan) _____

Any other recommended additional services to address the problem behavior?

- ☒ goals & objectives to be developed in IEP (next IEP meeting date and goal area(s)) _____
☒ in-school services for inclusion in IEP: (next IEP date and recommended services) peer mentoring program, to be discussed at IEP meeting 2/09/06 pending results of Manifestation Determination meeting
☒ off-campus agencies and providers to be specified in IEP (next IEP meeting date and agencies/providers to discuss)
Abner has been charged with possession with intent to sale. He has a probation officer and drug treatment program required by the court who will be attending future IEP meetings.

- ☐ services for parents to be discussed at IEP meeting ((recommended services) and IEP meeting date) _____
☒ other service or communication provision (recommended services or communication exchanges and IEP meeting date)

Specification of a communication system between probation and staff in educational program to be discussed 2/09/06

Recommended environments where a behavior plan should be used (to be presented to IEP team):

- Bus area, lunch yard supervisors need instruction in handling future occurrences where marijuana is observed.
- The classroom environments should allow for academic success and encouragement.

Results of FBA

See IEP date 2/09/06 for the Behavior Support Plan which will be developed to address behavior analyzed in this Functional Behavioral Assessment. This plan describes what staff will do to support alternative behavior. If this behavior required an FAA (California Education Code for serious behavior: assaultive, self-injurious, severe property damage or other pervasive maladaptive behavior) and a Positive Behavioral Intervention Plan is recommended, see IEP dated _____ for full data analysis and PBIP or: if no plan is to be developed as established by the IEP team on: (date) _____, complete the following:

If a behavior support plan is NOT to be developed as a result of this assessment, the IEP team's final rationale n/a

The IEP team has determined that if a behavior plan is NOT to be developed as a result of this assessment, a formal behavior support plan will be developed if:

Problem behavior ☐ continues or ☐ escalates _____

Date of IEP in which behavioral goals to monitor future behavior will be (or have been) developed: _____